



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

to age, to the length of lesson periods and their number, to the days of the week, to pauses in the school work, to changes in the work, to social activities, to gymnastics, to various school studies, to afternoon instruction, to the school program, to the teacher, to the method of teaching, and to individual and class instruction. This section is particularly valuable to the teacher and contains many useful facts and suggestions.

In conclusion it should be said that the monograph does not aim to be a final statement of the questions raised, and the conclusions are tentative. "One of the objects of the translator is, accordingly, to stimulate others to contribute to this scientifically interesting and practically important aspect of experimental pedagogy." Dr. Whipple's translation should, therefore, prove of value not only to the practical school man, but to the investigator of educational problems as well.

S. S. COLVIN

BROWN UNIVERSITY

Elements of Geography. By ROLLIN D. SALISBURY, HARLAN H. BARROWS and WALTER S. TOWER. New York: Henry Holt & Co., 1912. Pp. 616.

The *Elements of Geography* is the second book to appear in response to the demand that geography should teach the relationship of life, especially human, to the natural environment. "The authors have sought to give the student (1) an understanding of the elements of geography, (2) an interest in the subject, and especially (3) training in clear thinking." The authors believe "that the chief object in geography teaching should be preparation for citizenship," an ideal which every true teacher of the science will endeavor to sustain. The first chapter deals with the "Nature of Geography" and serves as an introduction. "Earth Relations," "Relief Features," "Nature and Functions of the Atmosphere" are treated in three chapters, and the elements of climate and weather in the following four chapters. Three chapters are devoted to the climates of the tropical, intermediate, and polar zones, followed by four chapters on the "Oceans," "Materials of the Land and Their Uses," "Changes of the Earth's Surface Due to Internal Forces," and "Modification of Land Surfaces by External Agents." The significance of conservation is presented in a chapter on the "Uses and Problems of Inland Waters." The remainder of the text treats such modern phases of the subject as "Mountains and Plateaus and Their Relations to Life," "Plains and Their Relations to Life," "Coast-Lines and Harbors," "Distribution and Development of the Leading Industries of the United States," and "Distribution of Population; Development of Cities."

Many of the chapter titles seem to indicate an emphasis upon physical features and do not indicate the wealth of life-relations that are found in the text. These relationships are closely woven into the discussion of physical features so that the student cannot fail to appreciate the logical sequence of

cause and effect. Broad, meaningless generalizations are absent, while the book is replete with definite human and other life-responses to specific physical conditions. The student is led to see the great importance of geographic science to human affairs. The book is in no sense a compilation of encyclopedic knowledge but is truly a contribution to the advancement of scientific geography. It is an epoch-making text marking the end of the old pure physiography as now taught in most schools, and the establishment of geography as a distinct and definite science. Its influence in the next decade will be far-reaching. The discussion of industries is far too brief to be of much intrinsic value but offers an excellent introduction to a more intensive study of economic geography, and will tempt the thoughtful student to further study of the many phases of the science.

Other features of the book are a wealth of well-selected illustrations which are closely associated with the text, an excellent collection of maps, and a series of questions at the end of each chapter. The answers to most of these questions are not given in the text but may be reasoned out after a careful study of it. These questions differ from the usual type in that they are truly problems in geography and are certain to arouse discussion.

High School Geography. Parts I and II: Physical and Economic. By CHARLES R. DRYER. New York: American Book Co., 1911. Pp. 340. \$1.20.

Dr. Dryer's new book is designed to meet the demand for a new geography which shows the relationship of man to his natural environment. As a high-school text it is a pioneer in this field. Part I is called physical geography, but in the selection of material preference has been given to those earth features which have directly helped or hindered man in his progress. Such topics as the following give an idea of the subjects discussed: "Earth, Sun, and Moon"; "World Economy"; "The Land"; "Gradation by Running Water"; "The Economic Relations of Streams"; "Gradation by Ground, Water, and Wind"; "Soils"; "Coasts and Ports"; "The Atmosphere"; "Climate"; "Plant Regions"; "The Geography of Animals"; "The Human Species." While a few of these subjects do not occur in the older texts, most of them are so familiar that the change from the old geography to the new will be quite simple. Part II is called economic geography and "the outlines of household management practiced by the great human family in its terrestrial home are presented against the background of the natural earth already shown." "Natural Resources and Food Supply"; "Clothing and Constructive Materials"; "Heat, Light, and Power"; "Manufacture, Trade, and Transportation" are the subjects treated. This portion of the text presents to the high-school student a phase of geography which has been kept from him far too long and will awaken interest in what he frequently has considered as a "useless course." It seems, however, that Part II is too much of a compilation of descriptive